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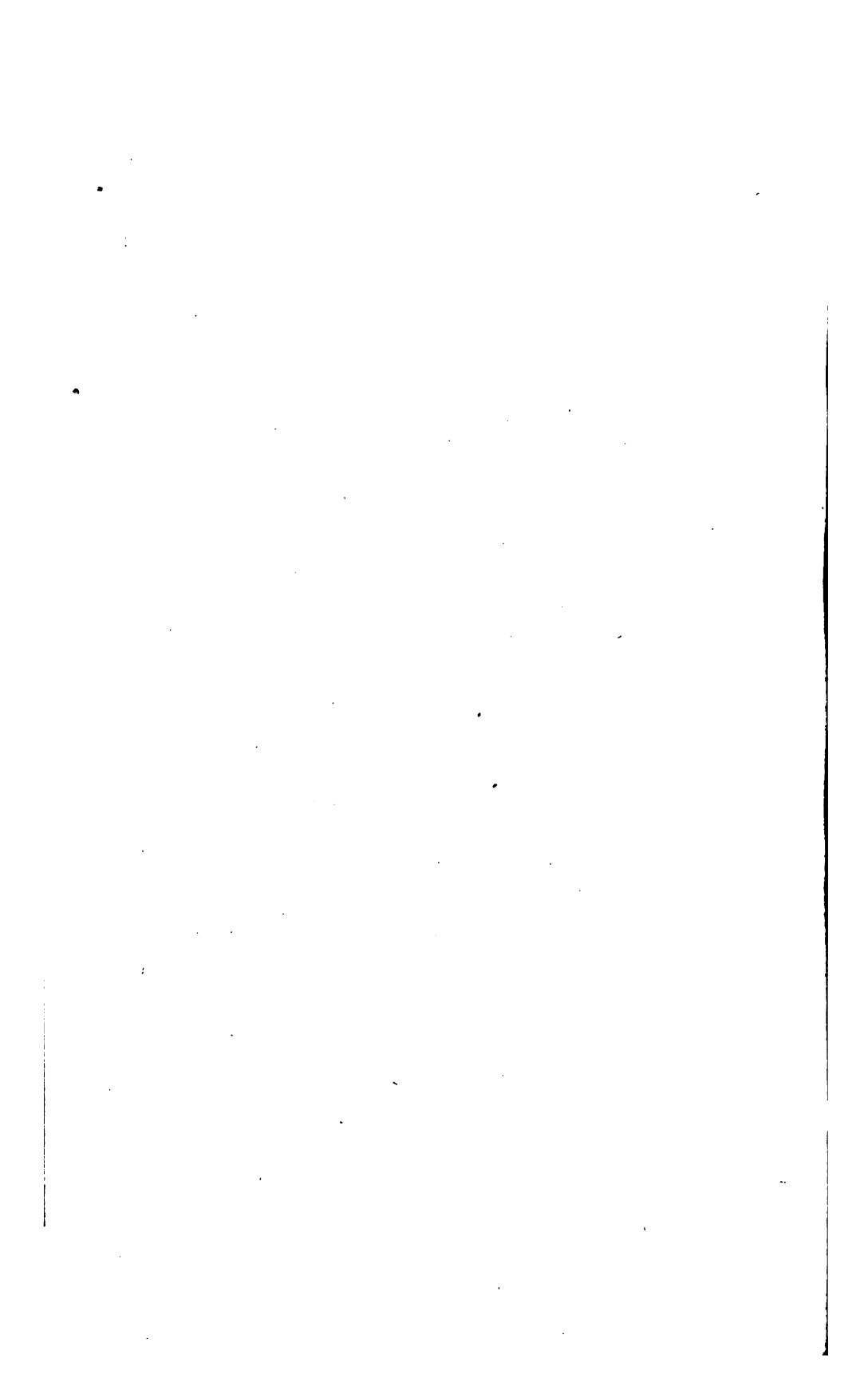
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COLLEGIATE EDUCATION

— IN —

COLORADO.

— 0 —
PROF. T. N. HASKELL'S.

REPORT AND ADDRESS

BEFORE THE

GENERAL CONGREGATIONAL CONFERENCE,

DENVER, JANUARY 20, 1874.

DENVER, COLORADO :

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COLLEGIATE EDUCATION

— IN —

COLORADO.

*Professor T. N. Haskell's Address and Report before the General
Congregational Conference, Denver, Jan. 20, 1874.*

MY BRETHREN:—At your last annual meeting, you were pleased to make me your Moderator for the current year, and to appoint me also chairman of a permanent committee on education, to ascertain what opportunities there are for founding a higher institution of learning in Colorado, under Congregational auspices, such as have originated and sustained many of the best colleges in the country and are suited still to inspire the confidence and co-operation of all classes of enlightened people.

I understood by the debates of Conference and the powers given to the committee, that we were expected to enter at once upon the active duties implied by our appointment, and, assisted by my colleague, (J. A. Cooper, Esq.), and several other gentlemen and brethren, I have made earnest inquiry in different parts of the Territory, concerning the popular interest in higher education and the possibilities of establishing in some suitable place, a College, on an approximate University plan, which should furnish means of the highest Christian culture to young people of all classes and both sexes, now and prospectively within our bounds.

These investigations have led to the conviction that, never be-

fore in the Territorial history of our country, have been presented to any denomination or Conference of Christian men, stronger inducements to found such an institution, than are now offered you, and the immediate importance of which, I think, cannot be too highly esteemed.

You are, therefore, convened at my request, to consider these opportunities and to act upon them according to your convictions and the popular interest to have such a College, as a means of good to our present population, and an incentive to the best immigration from older parts of the country, and even from abroad. We have to act also in view of the intrinsic and historic importance of education as well as the present and prospective demands of our denomination—of Colorado—of the country and the world.

It may not be out of place then to spend a short time in considering together THE IMPORTANCE OF COLLEGIATE AND PROFESSIONAL SCHOOLS AND UNIVERSITIES, such as the growing wants of this age and country require; and then to notice *the special demands* upon us here now.

The ideas of common and collegiate education, are not new. There are traces of them in remote antiquity and they are on trial still in many nations. The ancient Phoenicians, Assyrians, Egyptians and Jews were reading peoples. The Hebrew commonwealth had its great leader learned in all the knowledge of the Egyptians, and their subsequent captive prophets educated in the royal college of the Chaldeans. During the disrapture of the nation they had their noted "Schools of the Prophets"; and when their predicted Messiah came, he called around him "disciples," those who were eager to learn, and led them through a three or four years course of preparation for public life. After his death and resurrection, he also called a man educated in the famous school of Gamaliel to go forth to nations of different languages to teach them the morals and immortality brought to light in his gospel.

The end sought by such education was the acquisition of useful discipline, skill and knowledge, which the inspired sages expressed in the one word, WISDOM. This they regarded as having vast influence over moral and civil affairs, and so was highly esteemed. The oldest known writer on the subject said,

"The Price of Wisdom is above Rubies;"

And he showed in words of unsurpassed elegance and force its relations to nature and its origin in God, whom men should seek out and obey. After having treated of almost every department of science and philosophy, and in the midst of affliction and sorrow, even soared away among the stars to tell of "the sweet influence of the Pleiades" and "The bands of Orion," he says, "Surely there is a vein for the silver, and a place for gold where they find it. The earth bringeth forth bread for man and it hath also dust of gold; but where shall WISDOM be found and

where is the place of understanding? It cannot be gotten for gold, neither shall silver be weighed for the price thereof; the gold and the silver cannot equal it, neither shall it be exchanged for jewels of fine gold. Whence, then, cometh Wisdom?"

"God understandeth the way thereof, and He knoweth the place thereof; for He looketh to the ends of the earth, and seeth under the whole heavens; to make the weight for the winds; and He weigheth the waters by measure; when He made a decree for the rain and a way for the lightning of the thunder; then did He see and declare it; yea, He prepared it and searched it out; and unto man He said, '*The Fear of the Lord, that is Wisdom; and to Depart from Evil, is Understanding.*'"

A few centuries later the Hebrew Monarch, known as "The Wise Man," repeated this sentiment, saying "The Fear of the Lord is the beginning of Wisdom"; and personified his theme into a thing of life and making earnest appeals to men:

"I, WISDOM, dwell with Prudence and impart knowledge of useful inventions; I lead in the paths of righteousness, that I may enrich them that love me. The Lord possessed me in the beginning, before His works were made. When He prepared the Heavens I was present, and when He balanced the world I was there. I was with Him when he made all things and was His delight, rejoicing daily before Him; and especially pleased was I with the habitable parts of the earth, for my delights are with the sons of men. Therefore, receive my instruction and not silver, and knowledge rather than choice gold; for *Wisdom is better than Rubies*, and all things that may be desired are not to be compared unto it."

He further represents its utility and power, and the tendency of men to depreciate and even despise it. "There was a little city," he says, "and few men within it; and there came a great king and besieged it. Now there was found a poor wise man and he by his wisdom delivered the city; yet no man remembered that same poor man. Then said I, Wisdom is better than strength; nevertheless the poor man's wisdom is despised. Wisdom is better than weapons of war; but one sinner (in the Hebrew a man guilty of ignorant and vicious *mistakes*) "destroyeth much good." "Nevertheless," he adds, "the words of the wise are heard in quiet more than the cry of him that ruleth among fools."

This contrast between boisterous and vicious ignorance and unobtrusive beneficent knowledge is very significant, and is often illustrated in the history of educated men. Martin Luther, the greatest reformer of the fifteenth century, said to the German Magistrates, "The true well-being of a State, its security, its strength, is to have in it many learned, serious, kind and well-educated citizens."

The Biblical writers and good men generally agree in considering this learned and practical wisdom the product of scien-

tific and Christian culture in the careful study of the works and word of God; and this covers the whole ground of that collegiate and professional training which is sought by the highest institutions of Christian learning in the land. It is four-fold and fully developed; demands a *University*.

It includes KNOWLEDGE OF SCIENCE AND PHILOSOPHY, so as to know God in Nature and apply his wisdom there in every possible way to benefit the world; KNOWLEDGE OF MANKIND, so as to understand their maladies and how to ameliorate them by moral, medical, legislative and all social means; KNOWLEDGE OF LANGUAGE, through which God reveals his higher laws and man acquires and imparts useful facts and forms of thought; KNOWLEDGE OF REVEALED RELIGION, by which God reforms society and redeems the soul. This combined knowledge is suited to both sexes and to the whole man, and educates him for usefulness, happiness and immortality.

THE HISTORIC VALUE OF THIS WISDOM is seen by examples of its *absence*, its *abuse* and its *use*.

Who can tell how much men have lost, by "lack of knowledge," or disclose "the power of darkness!" Ignorance, as well as knowledge, is power; and one "ignorant, vicious person," as Solomon says, "*destroyeth* much good!" The benighted savage, for want of Christian education, *wastes* nearly all the resources and wealth of nature and threatens the peace and safety of civil society. God walks beside him as he penetrates the mountain passes, wanders across the plains and along the margins of the rivers, lakes and oceans, and says to him, "Come, let us reason together;" let us make these mountains give up their glittering wealth, and these plains provide food for famishing millions of your fellow-men; let us change the trackless waste into landscape gardens and happy Christian homes; let the river bluffs and bottoms, the borders of the lakes and the ocean shores all bloom with mingled life and beauty, of nature, art and Christian civilization, and reach the hand of plenty to the remotest place of want in all the wide, wide world; let the winds and the waves become our servants and the light and lightning hasten to obey us; let man kindly co-work with his Maker, and the lowest human race shall no longer pine and perish for lack of knowledge.

But the sullen savage heeds not and hears not the Holy One thus always near to help him. He wanders on, a dirty, dangerous vagabond—a stolid, half-starved savage still—only for want of that educated Christian wisdom which converts the wilderness and solitary place into the paradise of God and makes the desert bud and blossom as the rose. A few Indian tribes have been transformed by the tireless efforts of educated Christian men and women, who have written for them their crude vernacular, and taught them science, civility and Christian virtue; but the cruel and unreclaimed all still reveal their one great

want. And mark the contrast! Compare that abject heathen with Prof. Hayden, and you have the worth of that collegiate course which Oberlin, the professor's *alma mater* gives. How wide the space between the sage and savage! between the great AGASSIZ and the abject Ute! In them the present and primeval ages stand up side by side, that we may see the long, laborious steps that Christian science has through many centuries struggled up; lifting prostrate races to such high mental, moral rank by its excellent utility and force.

WRONG IDEAS AND IMPULSES in leading minds have great *destructive* power. The miseries and misfortunes of ignorance are many, but *the mischiefs* of bad ruling thoughts and wishes are immeasurably worse. The art of arms originated in wrong ideas, and all the wars in all the world began in bad impulses on one side or on both. When one man dies by rashness on his or others part, what sad pity lingers there! But what is that to one battle field! to all battle fields in one! Combine all the scenes of carnage in one vast onset; surround the many slaughtered millions with as many more who have perished in lingering pain in camp and hospital, and those who have died by plague and pestilence produced by war, and all who have been virtually destroyed with demoralization by the rage of excitement and rust of inactivity; and over this vast agony and waste of vigorous and productive life, see gathering in full view and then vanishing forever the material wealth consumed by martial strife; and over this dreadful din of all destructive wars in one, hear the countless sighs and sorrows of the bereft and broken-hearted, the impoverished and the unpitied, concentrated into one incessant wail over the miseries of War—that bloody giant child of unchecked ambition!

The simple *thought of empire* in Alexander's soul, made him march through seas of gore to be the sovereign of the world and die at last of the insane conceit he was a *god*. The *imperial idea* has always had relentless power, because of corresponding low impulses among the people—and these could never have been cured except by Christian education.

THIS POWER OF WRONG POPULAR OPINIONS indicates the worth of an education adequate to enlighten and correct them. The professed opinion that slavery was right, brought on our late gigantic rebellion, subdued only by the more enlightened valor and Christian virtue of the North. Even a popular religious or philosophical development in the wrong direction, is always to be dreaded. More than two thousand years have the millions of India been immersed in the stagnant pool of false opinion; and the popular mind of China still cherishes their old false philosophy with an abject devotion that denies even the right to *desire* to be free. Polytheism is a mighty popular oppression of multitudes of men, by their malevolent and most debasing idol gods. In all Pagan lands the light of science is thus

suppressed by the damp shadows of the *pagoda*. The power of nature is overmatched by *false opinion* in the public mind:

FALSE LOGIC is the guardian god-father of false opinion, and will never vacate its office except to the power of light and pure logical discipline. Mohammed and the Popes of Rome rule their subjects, century after century by the simple fallacy of a false *minor premise* in their popular syllogisms. The Muezzin of Mohammedan countries declares many times a day, "There is no God but God; and *Mohammed is his prophet*; come to prayer." The *major premise*—that Jehovah is God alone—is a mighty truth that smote down all their idols and did them a world of good. But the *minor premise*, that Mohammed is his only and infallible prophet, is as potential a lie; and nothing but Christian light and science can correct that one fallacy of false opinion, and make the Mohamedan millions free.

The sovereign Pontiff's syllogism is "God in Christ is King of Kings; and the Pope of Rome is his infallible vicegerent; therefore all potentates and peoples are morally bound to obey him." The *major premise* here, also, is the mightiest of historic truths, but the *minor* is a most fearful falsehood—foreseen and foretold by faithful prophets; and the united knowledge of the sacred scriptures and sacred science—of revelation and nature—is necessary to set this boastful fallacy aside and make its injured subjects free indeed. Teach the Mohammedans and Papists pure LOGIC and enlighten their popular opinions on the fallibility of *all* their fellow-men and *they* will then *protest* as we, against such groundless tyranny. The majority of men seem ruled by some *sophistry* (false-wisdom) which light and logic must subdue.

FALSE AIMS IN LIFE are no less fallacious. There is a very common kind of "Worldly-wisdom" evinced by "The men of this world, who have their portion in this life;" which *seems* quite commendable, and has to-day the chief command of American society. ("The children of this world are wiser in their way than the children of the light.") But the power of material wealth over the popular mind and the passion to possess it, and luxuriate in its cumulative and corrupting abundance, is our greatest popular danger. The Roman Empire was ruined by the preponderance of material prosperity and the voluptuous profligacy which that produced; and our Republic is insecure without the people have aims far superior to the acquisition of wealth. Applied science will increase material prosperity, of course; but Christian sentiment will set apart the material means for mental and moral ends and convert them into wealth of more enduring value. It was true Wisdom in our late great Christian Naturalist (AGASSIZ), which led him to decline all lucrative temptations, with the assertion, "*I cannot afford to turn aside from my scientific work for temporary wealth.*" That is *false wisdom*—or worldly wisdom, outwitting itself—which repudiates

Political Economy, the essential relations of demand and supply, and ignorantly produces great monetary panics; so disturbs the mutual confidence of men as to cause a far-reaching financial crisis, and even a final crash! That is Superficial Wisdom of this worldly sort, which led to the late Congressional "salary steal;" which induced the uneducated Oakes Ames to regard the *Credit Mobilier* "a good thiug"—with which to victimize "many of the best men in Congress"—and the still more ignorant Senator Simmons, of Rhode Island, a few years since, to propose laws in the United States Senate to sanction his own penitentiary offenses of the legal and moral nature of which he seemed entirely oblivious. It is self-evident we need more thorough Christian Education in Congress to manage even our monetary questions, so as to save the indispensable credit of the country.

"True Wisdom dwells indeed, with Prudence, and finds out knowledge of useful inventions; she even leads men in the paths of righteousness, that she may enrich them"; but she does this in such a way as to counteract the dangers of prosperity by a pure *Moral Philosophy*, and so ennobles the intelligent *Aims* of men that "WISDOM IS JUSTIFIED *of all her children!*"

HISTORICALLY VIEWED, this Educated Christian Wisdom is seen to be of inestimable worth and the world's great growing and incessant want. Look at its utility.

THE LABORIOUS CONSTRUCTION OF LANGUAGE—spoken, written, printed, classic, inspired and international speech—has enhanced the value of man to man, from age to age, and from land to land in all the earth.

THE COPERNICAN DISCOVERY OF PLANETARY MOTION multiplied the worth of this earth to man a thousand-fold, and greatly improved his moral powers and modes of thought and social intercourse.

THE SCIENTIFIC USE OF MAGNETS made the sea navigable, multiplied commerce and the means of spreading Christian knowledge and brotherhood.

THE UTILITY OF OUR HOUSEHOLD CALENDARS consequent upon the Astronomer's Wisdom; the development of nautical science leading, with the use of the mariner's compass, to the discovery of America; the NATURAL SCIENCES adapted to agriculture, mechanics and all practical and fine arts, and giving man almost supernatural power over nature—show on every hand the increasing value of Scientific Wisdom.

IN CIVIL GOVERNMENT the effects of Christian Philosophy have been no less felicitous. Christian wisdom has been continually crying without, and saying, "Men should be wise and good enough to govern themselves." Her philosophy of self-government has grown very slowly, but surely, into power.

The huge systems of error that have exhausted the nations and always been more strongly defended by the ignorance and

superstitions of the people, than by even the ambitious princes that oppressed them, have been ultimately put down ; yet not so much by the might of arms as by the sterling wisdom of a few educated men in advance of their times. Enlightened Christian men have "stood like walls of steel" between the oppressors and the oppressed ; with one hand have held back the sceptres of cruel kings, and with the other have torn away the still more cruel superstitions of the people and enforced the Savior's golden rules, whereby oppressors are sure to be dethroned and the oppressed go free.

"The gold and silver cannot equal that wisdom" which thus in many ways, disentralls men, "making them rich and adding no sorrow."

THE HIGHER INSTITUTIONS OF CHRISTIAN LEARNING have been, for most part, the origin of these great good gifts. Science, civilization, Christianity have been cradled and nourished all along in colleges, professional schools and the best extant institutions of learning. "*Not one of the useful sciences could have been developed without them!*"

Where were performed the laborious services of the linguist and lexicographer, clearing out, enlarging, multiplying the channels of thought for the common people and even for the too common educational quacks who would exclude the study of languages from the halls of learning ?

Where were brought to light the secret treasures of Mathematical Science, by which the astronomer computes the relative motions of the heavenly bodies, and the navigator, engineer and surveyor, are able to practice their professions ?

In what minds and amidst what facilities have been conceived and demonstrated the fundamental laws of Natural Philosophy, Chemistry and Electrology ?

The Holy Ghost indeed honored the acquisition of *linguistic* knowledge by the miraculous gift of tongues to the Savior's immediate disciples ; and the Apostles approved of the study of languages by quoting so freely from the Seventy's translation of the Hebrew Bible into Greek. EUCLID was at the head of the *Mathematical* College of Alexandria, when he issued the first and still standard books of Geometry ; and CLAUDIUS PTOLEMY educated in the same place, with the Greek septuagint by his side, set forth the system of Astronomy by which Christian science soon calculated time and even corrected historic data.

NICHOLAS COPERNICUS, who developed and corrected the PROL-
EMAEAN system, was a mathematical professor at Rome and was a superior linguist and medical scholar. JOHN KEPLER, who further developed and improved the Copernican system and prepared the way for Newton, was educated at the University of Tubingen, became a successful preacher, and then the half-starved professor at Gratz and afterwards imperial professor in Bohemia. He was a deeply pious man and made some of the most marvel-

ous and important discoveries in the whole history of science, and yet he was much of his life, extremely poor. One tribute to his memory says, "He fed the *souls* of men who left his *body* starved."

SIR ISAAC NEWTON was a graduate of Trinity College, Cambridge, and afterwards professor there. His theories of gravitation, his conceptions of the Universe and his comments on the Bible show that his love of nature was ennobled by his knowledge also of supernatural truths.

SIR HUMPHRY DAVY, the father of practical Chemistry, went from a regular course of study to preside over the Pneumatic College at Bristol, and by his practical scientific discoveries, did more perhaps than any other man for the mining, medical and agricultural interests of the world. His work on "Consolations, or the Last Days of a Philosopher," is the most touching proof of the Christian harmony of science and salvation; and his illustrious pupil, Michael Faraday, was also a close student and an earnest Christian man.

WM. HARVEY was a student of Cambridge, England, and Padua, Italy, and discovered the true theory of the circulation of the blood when lecturing before the Royal College of Physicians in London. The value of college discipline to make men earnest and persevering in pursuits worthy of their powers, is indicated by his own declarations—"Devoting myself," he says, "to discern the use and utility of the movement of the heart in animals, I found at first the subject so full of difficulties that I thought for a long time, with Fracastor, that the secret was known to God alone. Finally, from redoubled care and attention, by multiplying and varying my experiments, and by comparing the various results, I believed I had put my finger on the truth and commenced unravelling the labyrinth; I believed I had seized the correct idea of the movement of the heart and arteries as well as their true use. From that time I did not cease to communicate my views either to my friends or the public, in my academical course."

No less patient and persevering was our own modern Professor, SAMUEL FINLEY BREESE MORSE, in his application of the principles of electrical motion to the Magnetic Telegraph. The son and grandson of liberally educated men, and himself so educated, he was qualified to take Professor Daniel's constant battery and Dr. Henry's improved electro-magnets, and after five years' close application, to perfect the plan of transmitting thought by telegraphic wires. He then applied to Congress and got the needed encouragement of \$30,000, for the first telegraph line in all the world—that from Baltimore to Washington.

So far as I know, *all* the great scientific benefactors and discoverers have been either connected with higher institutions of learning, or have, like Dr. Franklin, taken principles there de-

veloped, and applied them. The discoverer of the new world was not, as some have supposed, an exception. CHRISTOPHER COLUMBUS studied the languages and mathematics at the University of Pavia, resided some time at Lisbon as the friend of the learned Professors there, and inferred the new balancing hemisphere from their theories and the notions of educated navigators whom he knew.

THE PRINCIPLES OF ALL CIVIL PROGRESS have arisen not from the masses, but from the few educated minds that have inspired them. The people of Europe held to the divine right of Kings, and Princes held that the people had consequently no rights but those vested in the will of their rulers; until the learned Locke and Sidney stated the fundamental principles of society so well that the people saw their rights and compelled their Princes to regard them.

Then came that English revolution of 1688, when a convention, mostly of educated men, declared the throne of England vacant, and the people empowered to fill it, and instead of asking *favours*, to forbid forever the infringement of their rights. Since then, the British crown has been obedient to the popular will expressed through Parliament, and there has been a continual increase of popular freedom. Such results were owing largely to the sentiments of the English Universities of that time. Yes, the hopes of the English people were aroused and first put on their feet and panoplied for the war of right against the wrong at Oxford, Cambridge and Westminster, and were called out and made to conquer, when all the world was most in want of such examples.

THE FOSTER FATHERS OF OUR REPUBLIC were the sons of those Universities. New York, Virginia and all New England had an incredible number of liberally educated men. Twenty years after the landing of the Pilgrims at Plymouth there were residing in the villages of Massachusetts, an average of one graduate of an English University to every two hundred people; and they were generally engaged in some skilled mental labor, which inspired the public mind. Numerous young Colleges, like Harvard, Yale and St. Mary's, were soon founded as the result, at great cost and self-denial by appreciative citizens and wealthy men; and Cornwallis said, "Harvard College had hurried on the American Revolution more than fifty years." The Hancocks, Adamses, Warrens, Hamiltons, Jeffersons and Jays, were the finished scholars of such early institutions—and *such educated* men made the platforms on which even Washington won his renown and the three departments of the general government have thus far proceeded.

OUR SYSTEM OF COMMON SCHOOLS was originated by the Colleges, rather than the Colleges a ripening process from the schools; and the order cannot be reversed with safety. It is true Common Education makes the thorough College and Uni-

versity all the more important and indispensable; but the Universities must still evolve the most important principles of primary education, and provide material for even the text-books used in the schools. To the graduated courses of College study also is traceable the very gradation of the school-system from the infant room to the State University; and the included Agricultural Academy was originated in the Chemical Laboratory of the regular College and is still best developed and administered there in connection with a complete institution on the University plan.

THE LEARNED PROFESSIONS, as they are called, are demanding more and more that their members be indeed "Masters of Arts." *An Educated Ministry* is now an imperative popular demand. *Foreign Missionaries* of both sexes *must* be well-educated. *The Medical Profession* is best filled by the graduates of Colleges who know the origin and composition of the terms and medicines they use. *The departments of law and legislation* demand higher culture continually; and no man can now be admitted to the bar who has not studied well the legal standards and familiarized the technical Greek and Latin and other foreign terms he has to use; nor can a man legislate wisely anywhere who has not more knowledge than is necessary to practice law. The great statisticians and jurists of the world have nearly all been highly educated men before they undertook their public work.

JOURNALISM AND ELECTRO-TELEGRAPHING are calling loudly, and incessantly for educated men and women; and the want must be world-wide. Those journals that are justly popular, are generally aided by College culture in the editorial chair. Scarcely one that is not so assisted, is not regarded as erratic and in a measure unsafe to lead the public mind. It is the general wail of Washington and the thinking world, that our newsmongers are so many of them uneducated and untrue. Happy shall it be for America and man, when electro-telegraphy and this growing rival of even the sacred desk—the Press—shall be almost entirely controlled by educated, careful Christian minds. The press in Colorado is already more extensive and potential than in many of the older Territories and States.

AGRICULTURE AND MINERALOGY now call for Collegiate Education to supervise their works and advocate their rights. Educated farmers have not been uncommon in former times, nor should they be so now. Ages since such men as Hesiod, Homer, Zenophon, Virgil, Pliny and Thomas-a-Becket (Arch-Bishop of Canterbury), wrote, and some even practiced much upon the *art* of farming; since then Sir Fitzherbert, Lord Kaimes and John Loudon (Fellow of the Royal Society) reduced the art to a most useful *science*; and later still, modern analytical and practical Chemistry has become its most interesting and useful part. Also the Agricultural papers of our Republic are among the most entertaining and important issues of the press. The farm-

ers of the country are themselves considering the true nobility of their class and want learned men to share their calling and defend their cause. Educated men with educated wives should and will be more willing to seek this rural useful life where science and religion can find their fittest home. Since *irrigation* is our necessity, Colorado will have special need of educated agriculture in a good God-fearing sense, so using water as not to waste it, nor provoke to injurious and unchristian litigations.

OUR MINING INTERESTS are perhaps the most promising and important in the world. They even now employ some of the best educated talent of our times, and will do this more each succeeding year. Such scholars as PROFESSOR HILL have come to be appreciated in the terms of round cash, and will henceforth command and wisely concentrate in Colorado the capital of millionaires; and it is for you to say whether Colorado's sons shall have education suited to this supervision and control, or, with pick and shovel, serve the superior mental skill imported from the Colleges of other parts. "The gold and silver are the Lords," and He wants educated Christian men to call them forth to take the place of worn out greenbacks brought into use by the late pro-slavery war.

PEOPLE OF SPANISH descent are one-fourth of the population of Colorado and a much larger proportion in New Mexico; and these are related in spirit and in speech to many millions in America, North and South. There is no opportunity, perhaps, on earth, to so unite by education, the interests of the Saxon and Castilian races, as we have in this Territory at the present time—and this has been my highest dream since my conversion to Christ in early youth. I have longed—still long with growing zeal, to see the Mexico-Spanish element in North America, an educated and free people like our own. Their wealthy herdsmen and their peasants too, might have education of the highest, holiest sort, such as should make them sing like David of God's diviner care, instead of that ill-balanced culture of the superstitious kind that leaves them ill-prepared to grapple with the great, God-given issues of this age. I hope to see a system of Hispano-English Common Schools in New Mexico—and Mexico indeed, where liberal Christian culture shall come up "a thing of beauty and a joy forever," the product of our college work.

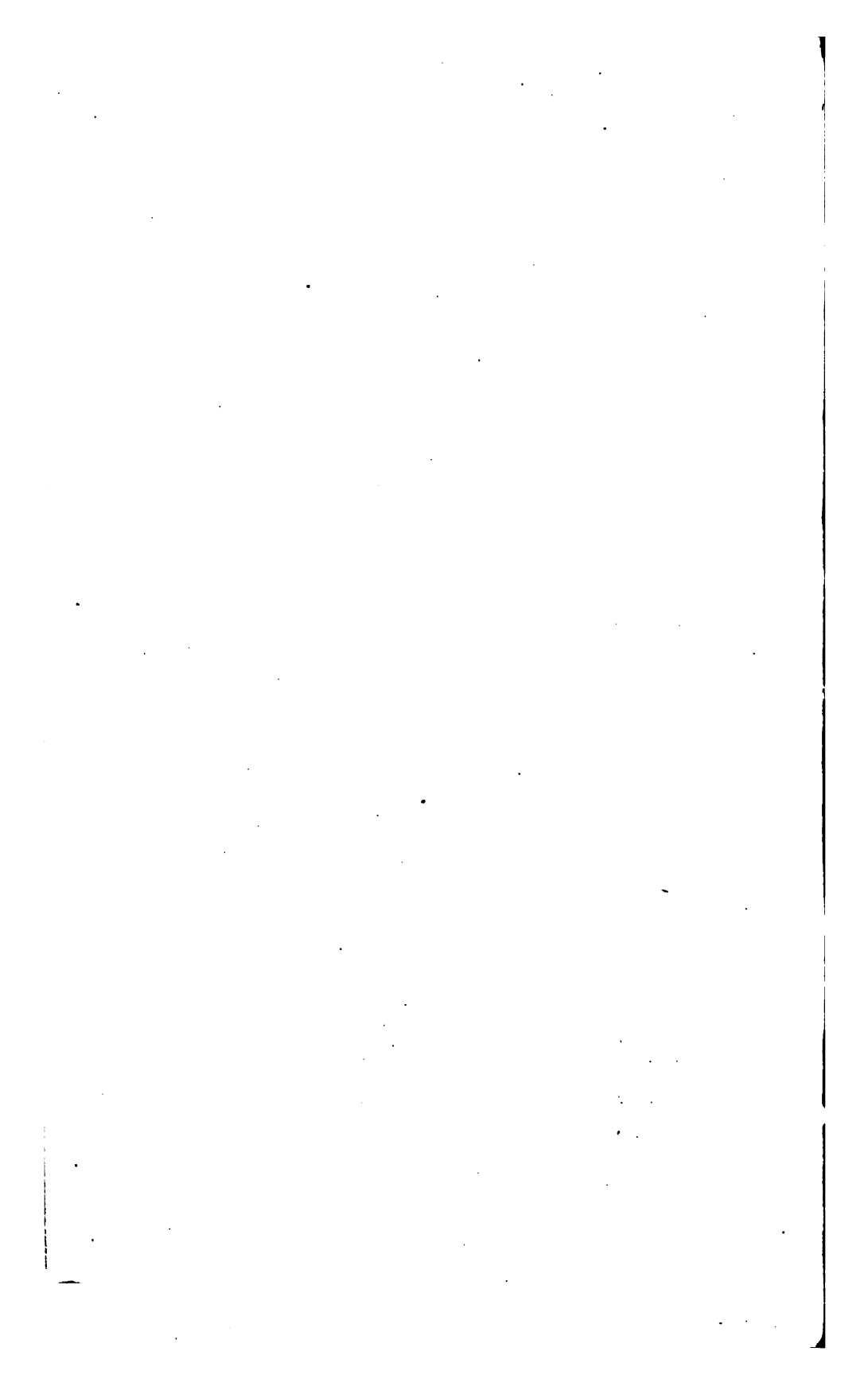
THE TEACHERS' PROFESSION—that must provide the instruments for this—requires men and women well prepared. Educators must have education in the science and art of teaching as seen in higher institutions, and then their skilled mental labor will be amply paid. There are in Denver several teachers, the alumni of Universities of note, and nearly all our leading Territorial public schools have Principals prepared in Colleges elsewhere. We must not depend on immigration for supply; the supposition is even suicidal. There are near a hundred thousand people in Colorado now, with a school population of sixteen

thousand strong, increasing annually a hundred fold, with near eight thousand children at this hour in school, and many of them in a graded course, suggestive of the regular *curriculum* of College life. Our School buildings are the best and most beautiful we have of any kind, and good enough for Colleges anywhere; and they are an indication of what expenditure the people will approve in aid of higher education as soon as it shall be fairly understood. The people coming here are more and more those caring for the Christian culture of their sons and daughters, up to the highest standards of the older States. A good Christian College would call many more and multiply the new communities and moral and social wealth of Colorado manifold, which would also increase from year to year the Collegiate Institution's wealth and worth; but this plainly requires provision for the equal privileges of both male and female youth.

THE CO-EDUCATION OF THE SEXES seems coming into certain vogue in nearly all the States. The testimony of Presidents Edwards, Angell, Finney, Fairchild, Haven, Magoun and Twombly, cannot be soon successfully gainsaid by those who have not observed and tried the plan. I was myself some time "Director of the Female College" in a State University, and had at the same time to do with every male student on the ground, and having also taught in two Universities of this kind, I know the co-education plan works well there. The sexes animate each other to virtue, culture and most vigorous thought. I believe the discipline of Universities for both sexes and all classes of serious youth is easier and better than that of those for either sex alone. The "horrible *hazing* of Harvard" and the still more tragic late "initiation" of young Legget—into eternity—at Cornell, could not occur, I think, in a well managed Christian College of the co-education kind.

THE CHRISTIAN ELEMENT *is*, however, *always* essential to true success. A wealthy irreligious man once said to me "I should have more comfort in my son now studying at Cornell if I knew his Professors prayed for him or daily gave the students moral precepts from the law of God." I do not know how this is there; but well I know the precepts of the Bible are suitable to bless young people anywhere—especially away from home. *Pro Christo et Ecclesiae* and *Lux et Veritas*, are the mottoes of the best Universities we have; and no College should accept a lower aim. This *is* a Christian country, and a College cannot well succeed without the golden rules of Christ. I lay more stress on this because of the secularizing tendencies in the education of our times.

STATE UNIVERSITIES, which cap the climax of the common schools, are specially liable to suffer this deterioration from the high standard of Christian faith and morals. As the graduate of one State University, and professor from another, I gratefully appreciate their worth and wish there were just one in ev-





From a sketch by E. S. G. L. O.

Strobridge & Co. Lith. Cincinnati, O.

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The Town of COLORADO SPRINGS was founded in August, 1871, on a strictly temperance basis, and is protected for all time against the sale of liquor by a forfeiture clause in deeds to property. It is the Capital of El Paso County, the central County of the Territory, and has a population of nearly three thousand.

Large number of tourists, and invalids in quest of health, visit the place annually, and it has already acquired the reputation of being "*the Sanitarium of the West.*"

It is situated near the base of Pike's Peak, at an elevation of 6,000 feet, and is surrounded by some of the sublimest scenery on the Continent.

Near it are the Garden of the Gods, Glen Eyrie, Ute Pass, Cheyenne Canyon, Monument Park, Chicago Ranch, and Manitou, where are found the famous Mineral Springs.

The Geological formations are very remarkable, and the mountains are more accessible from this point, than from any other, therefore the location is especially advantageous for the study of Geology and kindred sciences, while the proverbially clear skies of this region are favorable for Astronomical Observations through the entire year.

The Colorado Springs Company has agreed to give for the use of the College, one hundred acres of land, within the corporate limits of the Town. This land, at the present, is worth \$50,000, and as the Town grows, will rapidly increase in value, so as to be ultimately a source of large revenue to the College. In addition to this they give \$10,000 in cash. These bequests are made on condition that the Trustees shall secure \$40,000 more.

The site selected for the College buildings, is one of the finest in the Town, being a twenty acre square originally reserved by the Colony for a University.

The Rev. T. N. HASKELL, a member of the Board of Trustees, has been appointed Financial Agent, and is authorized to obtain subscriptions, and collect funds for the College, and to confer with educators in regard to the formation of a faculty.

The Executive Committee have arranged for a Summer term of at least the Preparatory Department under the direction of Professor Jonathan Edwards, of Massachusetts; and it is hoped to organize a full College course in the Fall.

To this end we appeal to our fellow-countrymen of the older and richer communities for aid to carry on the work.

The consecration of means to the building and fostering of an Educational Institution, may be compared to laying the foundation of a monument that will forever grow from a power within itself.

May God put it into the hearts of men to so endow this institution, that it may fully meet the wants for which it is founded, that it may become a power for good in furnishing liberal, Christian education, and soon take a leading position among the educational institutions of the country,

EXECUTIVE COMMITTEE.

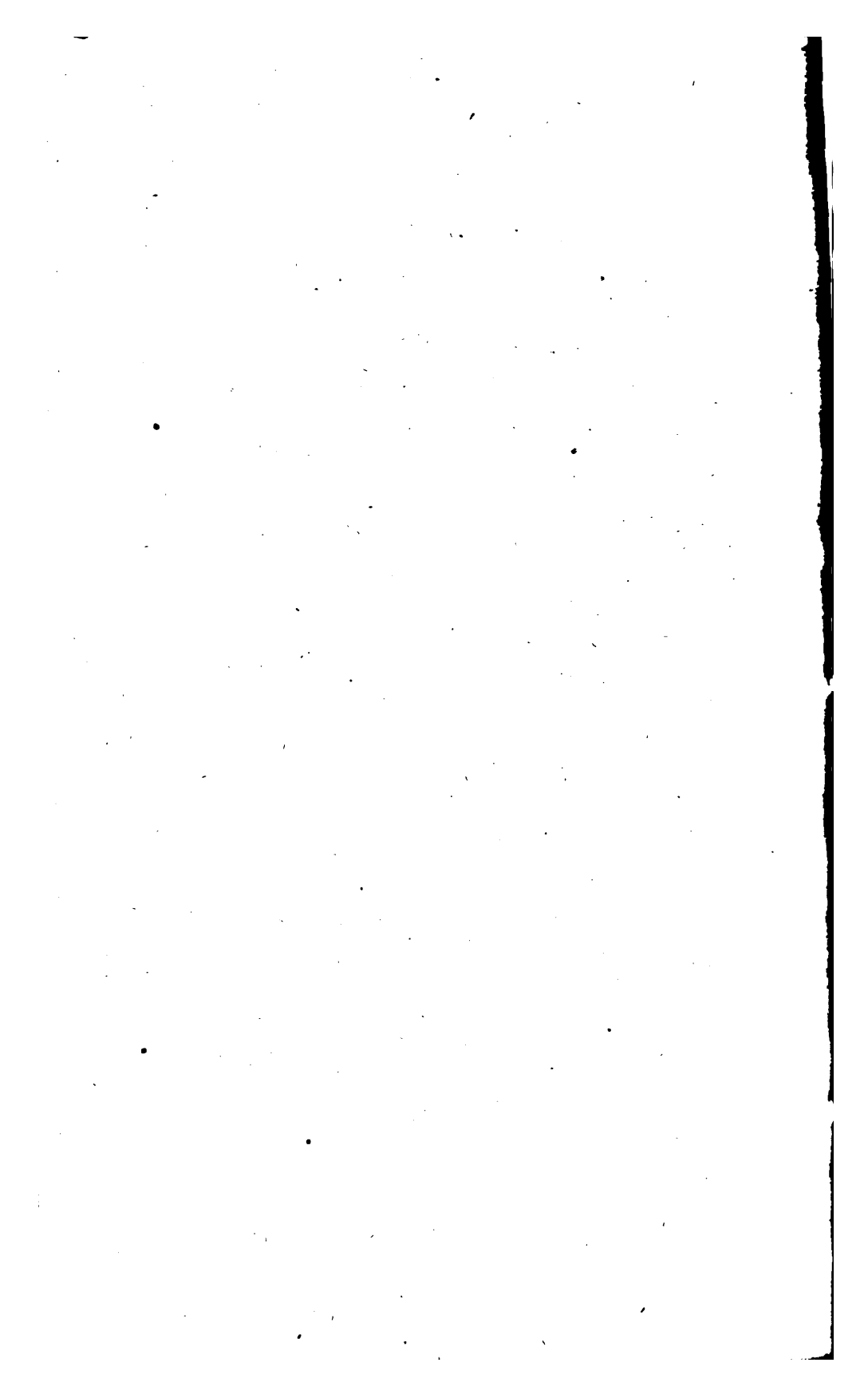
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HENRY McALLISTER, JR.,		J. E. AYERS.

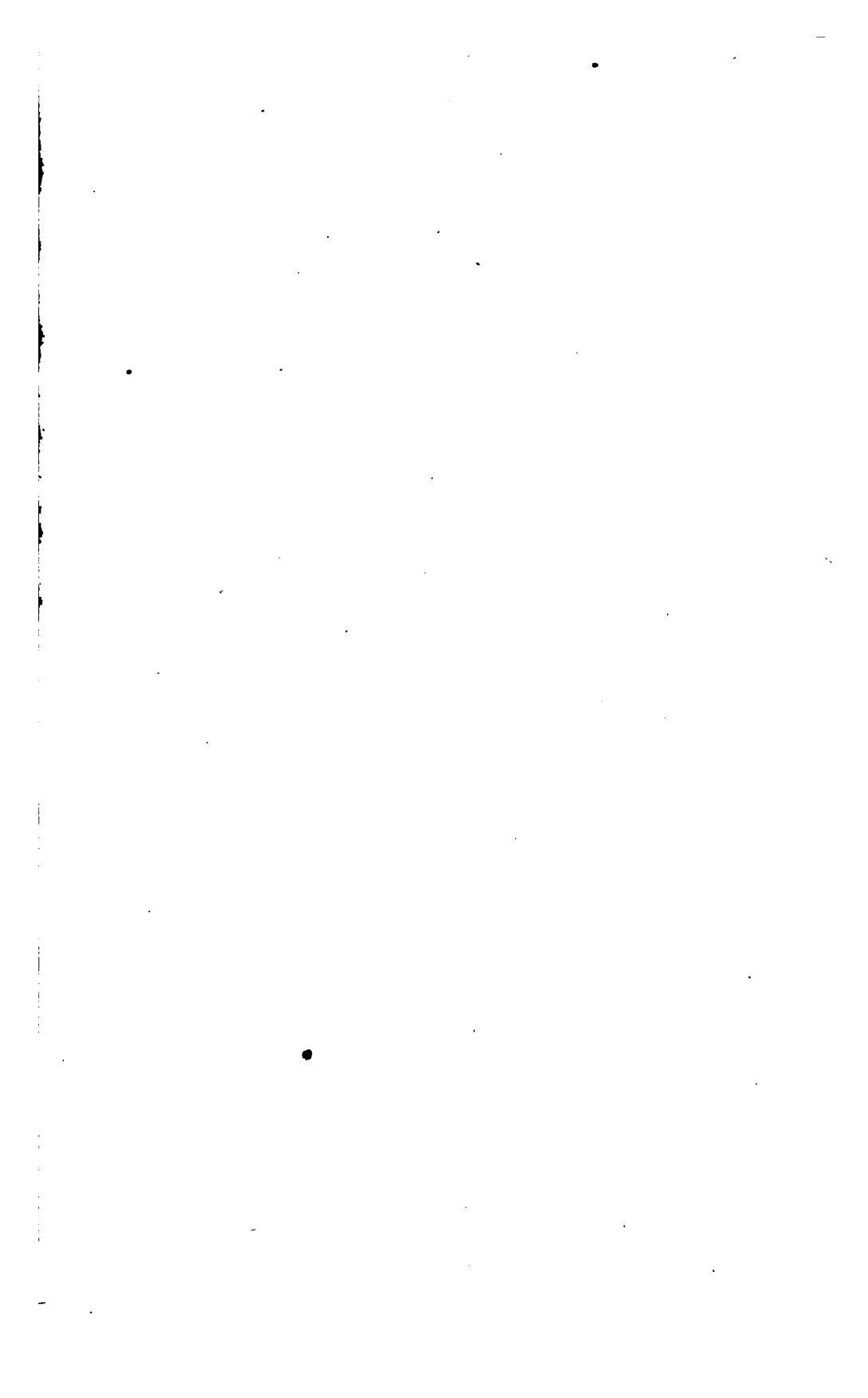
BOARD OF TRUSTEES.

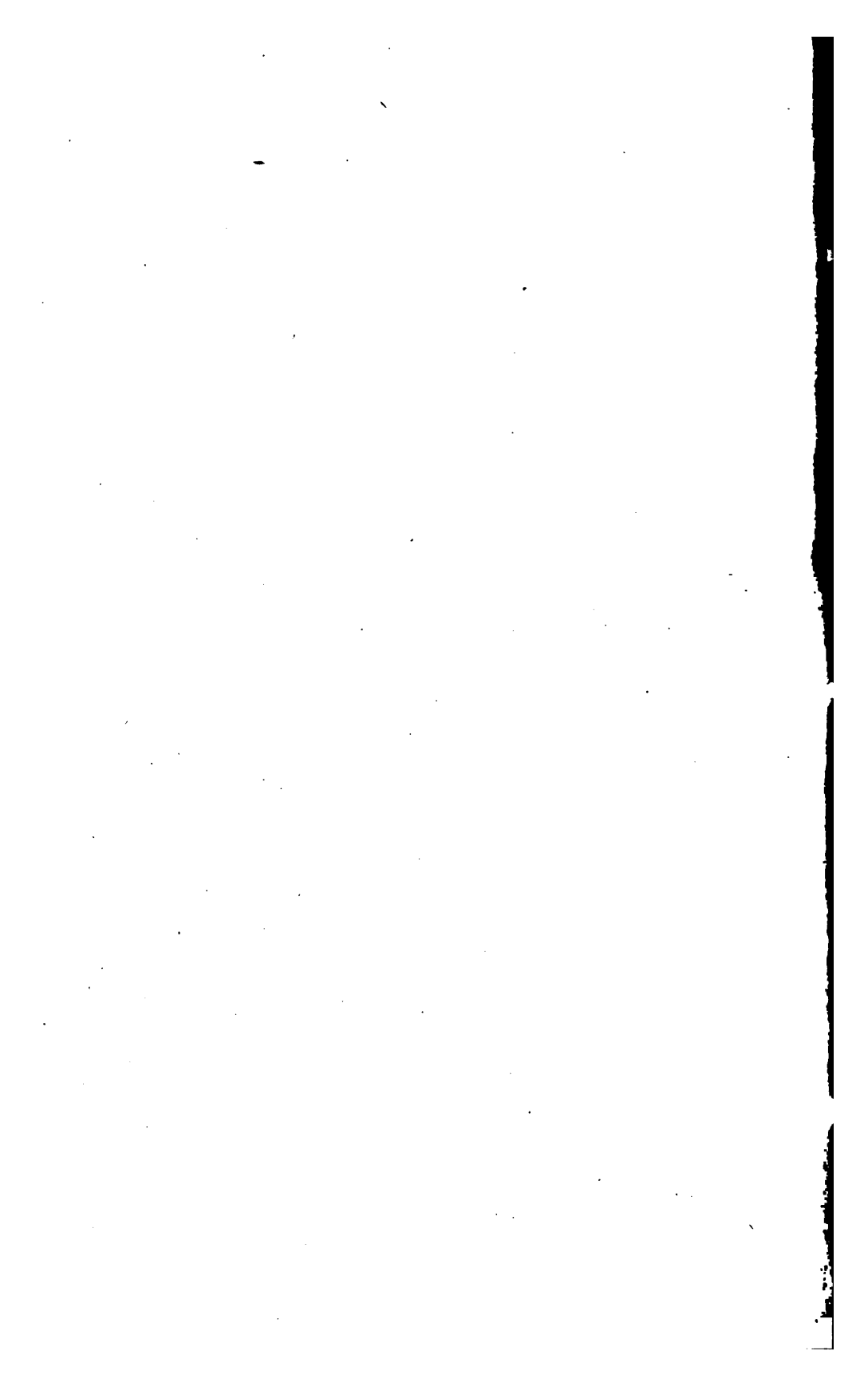
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DR. W. A. BELL,	GEN. R. A. CAMERON,	J. R. HANNA, ESQ.,
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	REV. E. B. TUTHILL,	REV. E. P. WELLS.

Colorado Springs, March 31st, 1874.









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